

**School of Accounting Financial
Services and Law**

External Examiner Reports

2013/14

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

FIN09103 Marketing Financial Services
 FIN09703 Marketing Financial Services (Singapore)
 FIN09903 Marketing Financial Services (Hong Kong)
 FIN09105 IT and Financial Services
 FIN09705 IT and Financial Services (Singapore)
 FIN09905 IT and Financial Services (Hong Kong)
 FIN10103 Management of Financial Institutions
 FIN10703 Management of Financial Institutions (Singapore)
 FIN10903 Management of Financial Institutions(Hong Kong)

Please insert the programme title(s) to which this report refers (if appropriate):

BA (Hons) Financial Services
 BA (Hons) Financial Services (Singapore)
 BA (Hons) Financial Services (Hong Kong)
 BA (Hons) Accounting and Finance
 BA (Hons) Accounting and Finance (Hong Kong)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Questions asked in the modules I examined were appropriate and comparable across the modules

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

These standards are being met.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

These were appropriate for the modules examined.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

FIN11104 Strategic Management in Financial Services
 FIN11105 Principles of Financial Regulation
 FIN11107 International Banking & Insurance
 FIN11108 Global Finance
 FIN11110 Strategic Decision Making - Flexible Learning
 FIN11127 Strategic Management in Global Banking
 FIN11128 Financial markets, Institutions and Banking
 FIN11907 Strategic Management in Financial Services (Hong Kong)

Please insert the programme title(s) to which this report refers (if appropriate):

MSc Banking and Financial Regulation

MSc International Banking and Finance

MSc Global Investment Banking

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

N/A

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Satisfactory

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Satisfactory

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Satisfactory

6) Good practice

Please comment on any areas of good practice that you wish to highlight

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression

X		

and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

During my term of office I have found the decision making process to be very fair with regards to both maintaining standards and ensuring candidates results reflect the efforts they have put into the course.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

ACC09101	Corporate Financial Management
ACC09701	Corporate Financial Management (Singapore)
ACC09901	Corporate Financial Management (BA Accounting & Finance, Hong Kong)
ACC09911	Corporate Financial Management (BA Accounting, Hong Kong)
ACC09110	Contemporary Corporate Finance
ACC10102	Investment Management
ACC10106	Current Issues in Finance
ACC10906	Current Issues in Finance (BA Accounting & Finance, Hong Kong)
ACC10916	Current Issues in Finance (BA Accounting, Hong Kong)
ACC11105	Financial Management
ACC11905	Corporate Financial Management (Hong Kong)
ACC11106	Strategic Financial Management
ACC11108	Management of Financial Risk
ACC11113	Investment, Corporate Finance & Portfolios
ACC11913	Investment, Corporate Finance & Portfolios (Hong Kong)
ACC10130	Dissertation
ACC10133	Dissertation
ACC10930	Dissertation
ACC11130	Dissertation
ACC11930	Dissertation

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The standard of student work is comparable to other Higher Education institutions in the UK offering similar courses. The reviewed moderated assignment and exam scripts clearly show students' progress through the modules and the various levels of their studies.</p> <p>Moreover, the overwhelming majority of modules use academic research as part of their delivery material and equally make references to topical Accounting and Finance issues in their syllabus and assessment, which is to be commended upon.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>The overall standard of each module is very high and module leaders (and teams) seek to ensure that high quality teaching resources are used, both of an academic (academic research) and practical (topical case studies in Accounting and Finance) nature.</p> <p>The external examiner would, however, encourage the module leaders individually and collectively to consider a more inclusive use of practical assessments that are more innovative and engaging.</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Overall, students on the modules being externally examined exhibit performance that is comparable to other academic institutions in the UK.</p> <p>However, after discussions with various members of staff and upon the external examiner's observations, there seem to be a number of international students that come on the various modules as direct entrants and who perform worse compared to either Home or International students who have been on a course for longer. This signifies the need for further language and academic support as part of the direct entry requirements.</p> <p>Also, in certain instances, exam questions requiring the discussion of academic papers feel that have been answered quite mechanistically and do not really showcase students' critical skills.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on</p>

the modules and/or programmes

The learning and teaching methods employed on the modules are deemed to be effective. The assessment opportunities include a good mix of exams and assignments that are of appropriate level for each module.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Overall, all assessment instances (i.e. exams and assignments) are fairly marked, and rigorously moderated.

There are, however, some instances of borderline marks, which should be avoided for degree classification, professional exemptions purposes, but primarily for signalling to students their level of achievements, especially when these borderline marks are determining actual mark classification (i.e. First v Upper Second, etc.).

In addition, there is considerable overlap in the questions that are set in the exam papers for the partner institutions and the questions set at the home institution. There is, hence, the danger of students at either institution of pre-empting the exam and strategically preparing for it, thus endangering their learning (e.g. Current Issues in Finance – question on credit derivatives).

Finally, the dissertations that the external assignment was given to review were found to be generously marked, especially for the level of complexity of research questions, methods and analysis the students employed within.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Module leaders are active in incorporating academic research in their syllabus, which is solidifying students' theoretical understanding of Finance and Accounting. This practice should be encouraged and actively pursued by all Faculty members.

7) Recommendations

Please specify any recommendations that you wish to make.

Module boxes came to the external examiner complete with marks table, but no actual module report in all, bar one, cases. The module report should offer the chance to the module leader to reflect on the module, how it went, what challenges were faced and what improvements should be made. Currently, the module reports pay lip service to this very important mechanism. Therefore, the recommendation of the external examiner is for the Faculty / Programme team to hold a meeting upon completion and communication of module reports to address either wider or recurring issues.

In relation to module content, the recommendation of the external examiner is for module leaders to further consider the more practical, applied, hands-on perspective of module assessment. A real-life case study, the analysis of real-life data, etc. should be used as alternatives to a list of conventional business reports and/or essays. To this extent, the University should investigate the acquisition of specialised databases and/or software (e.g. FAME, OSIRIS, Bankscope, Bloomberg Professional or Reuters 3000 Xtra) that will assist



them in this.

In relation to dissertations, either final-year project or Master's dissertations, the recommendation is that methodology sessions and academic writing support sessions are offered to students to assist them with the complicated task of writing a comprehensive academic dissertation.

Finally, with respect to international direct entry students, the University / Faculty should think about providing additional support in terms of academic and language help to ensure equal opportunities are given to those students.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

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- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
		X

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		

Any other comments?

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- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

There is considerable overlap between different modules on the same / different levels. For example, concepts of Islamic Finance are dealt with in Contemporary Corporate Finance (Stage 3) and Current Issues in Finance (Stage 4), but the questions in their respective exams over time do not seem to reflect the difference in the required level of sophistication / depth of coverage on the two modules.

Overlap of contents / topics can be observed in the MSc level modules as well (e.g. Strategic Financial Management and Investment, Corporate Finance and Portfolio). If these modules are offered on the same course, then students are not really receiving maximum benefit from this overlap.

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Section A: Personal Details

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Duties

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Programmes and Modules	x
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- ACC09105 – Advanced Corporate Reporting**
- ACC09905 – Advanced Corporate Reporting (BA Accounting & Finance, Hong Kong)**
- ACC09915 – Advanced Corporate Reporting (BA Accounting, Hong Kong)**
- ACC10104 – Corporate Governance**
- ACC10101 – Corporate Social Responsibility**
- ACC10707 – Corporate Social Responsibility (Singapore)**
- ACC10907 – Corporate Social Responsibility (BA Accounting, Hong Kong)**
- ACC11101 – Accounting Principles**
- ACC11104 – Contemporary Issues in Financial Reporting**
- ACC11906 – Corporate Financial Reporting (Hong Kong)**
- ACC10130 – Dissertation**
- ACC10133 – Dissertation**
- ACC10930 – Dissertation**
- ACC11130 – Dissertation**
- ACC11930 – Dissertation**

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standards of students' work within modules and within the Accounting and Finance programme are appropriate and compare favourably with those of their counterparts in other higher education institutions with which I'm familiar

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standard of each module/programme that I have been involved with (Accounting and Finance) are set and maintained at the appropriate level, and meet the threshold academic standards and applicable benchmark statements.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

As would be expected, the performance of students in the modules and programmes that I've examined, vary from exceptional to below average. But generally speaking majority of the students have performed well.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

I found the Learning and Teaching methods employed on the modules and programmes to be effective

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Staff should be commended for the elaborate feedback provided to students. The assessment has been fair, rigorous and consistent.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

I find the linking of assessment with the learning outcomes to be good practice, and in some cases elaborate feedback have been provided to students

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

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Yes	No	NA
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- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
		X
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

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ACC09102 Advanced Management Accounting
 ACC09106 Management Accounting Applications
 ACC09702 Advanced Management Accounting (Singapore)
 ACC09902 Advanced Management Accounting (BA Accounting & Finance, Hong Kong)
 ACC09912 Advanced Management Accounting (BA Accounting, Hong Kong)
 ACC10103 Innovations in Management Accounting
 ACC10105 Strategic Management Accounting
 ACC10703 Innovations in Management Accounting (Singapore)
 ACC10903 Innovations in Management Accounting (BA Accounting, Hong Kong)
 ACC11110 Performance Measurement, Control & Reward Systems
 ACC11102 Management Accounting Research Issues
 ACC11103 Strategic Management Accounting
 ACC11107 Finance for Management Decision Making
 ACC11307 Finance for Management Decision Making (Sri Lanka)
 ACC11407 Finance for Management Decision Making (Global On-Line)
 ACC11904 Performance Measurement (Hong Kong)
 ACC10130 Dissertation
 ACC10133 Dissertation
 ACC10930 Dissertation
 ACC11130 Dissertation
 ACC11930 Dissertation

Please insert the programme title(s) to which this report refers (if appropriate):

N.A.

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>All of the modules that I have examined are delivered at a very high standard. I am particularly impressed by some of the student work on most of the management accounting modules.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes.</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Module leaders often proactively sent me module reports that included an overview of significant issues in the assessment process together with the samples which I find very helpful. Such documentation put in context students' performance.</p> <p>As far as I know, the overall performance is mostly comparable to previous years' performance. Explanations were provided if the average was seen to have dropped. A problem which is common to many UK HEIs is that often part time students and students studying with overseas partners may struggle to engage with their studies due to other commitments, thus affecting the overall performance in some modules.</p>
<p>4) Learning and Teaching</p> <p>Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Students were assessed through a combination of coursework, exams and sometimes presentations. I am satisfied that adequate opportunities were provided for students to achieve the learning outcomes as advertised.</p>
<p>5) Assessment</p> <p>Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>All assessments were conducted fairly and rigorously. In most case, assessment tasks were set to help students achieve all the learning outcomes. I can see in the samples that most often if not always detailed feedback was provided to students. In a number of the management accounting modules, students on the whole often perform very well which reflects favourably on the quality of teaching.</p>

<p>6) Good practice Please comment on any areas of good practice that you wish to highlight</p>
<p>Almost all the samples that were sent to me contained clear evidence of internal moderation which is very reassuring to an external examiner. Also, I find assessment reports/ briefs prepared by module leaders very informative and helpful in explaining some of the issues in assessment.</p>
<p>7) Recommendations Please specify any recommendations that you wish to make.</p>
<p>Nothing in particular.</p>

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	X	
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

X		
---	--	--

b. Was the general standard and consistency of marking appropriate?

X		
---	--	--

c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

x		
---	--	--

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

X		
---	--	--

Board of Examiners meeting

a. Were you able to attend the meeting?

X		
---	--	--

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

		X
--	--	---

c. Was the meeting conducted to your satisfaction?

X		
---	--	--

d. Were you satisfied with the recommendations of the Board of Examiners?

X		
---	--	--

e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
---	--	--

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I commend the module leader of ACC11107 (FMDM) in redesigning the assessment of the module. He took account of the comments I made last year and now the module assessment is at a level appropriate for a postgraduate level module.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

LAW07108 Criminal Law
LAW10107 Contemporary Issues in Criminal Law

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>I feel the standard of student work is roughly comparable to that in other higher education institutions with which I am familiar.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes, the academic standard of these modules is set and maintained at the appropriate level, both in terms of material taught and that examined.</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>There was a range of student abilities. Strengths and weaknesses centred around the means of expression rather than substantive content. The stronger papers demonstrated academic rigour and clarity of thought and analysis in addressing the various issues in criminal law covered in the course. Weaknesses included poor structure and limited understanding.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>I am not familiar with the particular methods used on these courses, but from the exams it appears that they are effective in conveying the relevant law and theory to students.</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The assessments were fair and rigorous, and useful feedback was provided.</p>

6) Good practice Please comment on any areas of good practice that you wish to highlight
n/a
7) Recommendations Please specify any recommendations that you wish to make.
n/a

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
------------	-----------	-----------

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	X	
	X	
	X	
	X	

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?

X		
X		

- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
---	--	--

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?

		X I was not invited
--	--	---------------------

- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

	X	
--	---	--

- c. Was the meeting conducted to your satisfaction?

		X
--	--	---

- d. Were you satisfied with the recommendations of the Board of Examiners?

		X
--	--	---

- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
--	--	---

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

n/a

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	V

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

LLB Dissertations

International Trade Law (LAW10110)

Law of Obligations (LAW07102)

Current Issues in Business Law (LAW10103)

Business Law (LAW08104)

Company Law (09108)

Corporate Governance (LAW09125)

ETHICS AND CORPORATE GOVERNANCE (LAW11117)

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	v	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	v	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	v	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	v	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

For most of modules, the standards are similar to those in my own institution as well as other institutions I am the external examiner. For LLB dissertation this year, the sample scripts I read are extraordinary superior to other dissertations I received within my institution.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standard of all modules are properly maintained at the appropriate level.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Similar to previous years, the top level of students understand how to write and analyse legal issues and the weaker students simply discuss issues from the facts and failed to cite the appropriate legal sources to support their arguments.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Appropriate.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessment is fair in all modules.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Double marking and a good level of dissertation supervision.

7) Recommendations

Please specify any recommendations that you wish to make.

N/A

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Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

		v
v		
v		
v		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

v		
v		
v		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

v		
v		
v		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

v		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	v	
v		
		v
		v
		v

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

N/A

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

LAW11135 Contemporary Issues in Intellectual Property
 LAW09115 Intellectual Property Law
 LAW09114 Media Law
 LAW10133 Dissertation

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standards expected of students were comparable between the modules for which I am responsible; they were also comparable to those in other higher education institutions with which I am familiar.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes, I have no issues with regard to the academic standards, the required benchmark statements and SCQF level descriptors.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Student performance with regard to the modules for which I am responsible was comparable with other similar institutions and of the standard expected.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

I have no issues with regard to the learning and teaching methods employed on the modules.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessments employed on the modules for which I am responsible were of a fair, consistent nature and tested the students' knowledge and understanding in a fair and rigorous manner. The general comments made on the courseworks gave feedback to the students and guidance as to how improvement could be achieved. At times, more comments throughout the answer may provide additional guidance to students; however the overall comments were helpful.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

On all scripts there was good evidence of an effective internal moderation process. The marking rubrics were helpful in achieving a standard guide for the students to compare their performance across modules.

7) Recommendations

Please specify any recommendations that you wish to make.

N/A

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
		X

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

The module board of examiners considered all students fairly and each examiner gave a good, useful overview of the performance and marks achieved on their modules. The examiners demonstrated a commitment to their students e.g. in considering whether improvements could be made following changes to the overall course structure. The meeting was well organised and ran fairly and efficiently.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The course is rigorous and compares well with other courses I have examined.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

The performance was in line with expected standards.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

In terms of outcome, would seem effective.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Good

6) Good practice

Please comment on any areas of good practice that you wish to highlight

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
	X	
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

	X	
	X	

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

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Section A: Personal Details

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

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(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

LAW07111 - Constitutional and Administrative Law
 LAW08108 -European Law 1
 LAW08115 - Law of Human Rights
 LAW08117 - EU Law
 LAW09101 - Introduction to European Law
 LAW09106 - Law & Society
 LAW09117 - Human Rights
 LAW10112 - International Law in Contemporary Society
 LAW11105 - International and Regional Human Rights Law
 LAW11108 - Legal Skills & Research Methods
 LAW11133 - Human Rights Aspects of International Business
 Law 11101 – Employment law

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The standard of student work I have moderated at Napier University are comparable to those I have experienced at my current place of employment and at other universities where I have acted as an external examiner.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes.</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Generally, the performance of students upon the modules I examine has been good. Of course there is variation within the work, with some excellent papers and some not achieving the requisite level. Amongst the main issues that affect the standard of work, positively and negatively, are problem solving, referencing, the use of English and the identification of the precise crux or gist of the question posed.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>A range of teaching and learning methods are utilised by Law staff. From moderating assessments and liaising with staff I am of the view that they are effective in imparting information and fostering the development of appropriate skills.</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>I am of the view that the assessment and feedback processes employed on the modules I examine are fair. All the assessments I have been sent to moderate contain feedback.</p>
<p>6) Good practice Please comment on any areas of good practice that you wish to highlight</p>

The use of blended learning and a reflective diary on the Legal Profession Dispute Resolution and Ethics module is, I think, a particularly good practice. The approach requires thinking in a way that is not always needed – critically and self-aware – and as such deserves commendation.

The conduct of assessment boards also, in my view, should be noted. The staff, chairs and administrative personnel present conducted themselves in a professional and thorough manner that upheld standards and was fair to students.

7) Recommendations

Please specify any recommendations that you wish to make.

I appreciate that deadlines are very tight, but if there was a way to ensure that assessment samples for moderation were sent in good time prior to the relevant assessment board that would be useful. In one or two cases this did not happen with the result that there was only a very short period prior to the board where I was able to read over materials.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed

X		
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scripts or coursework? (as specified in regulation A9.4)

- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
		NA
X		
X		
		NA

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I have been impressed with the approach of the staff I have come across during the course of my examining duties. Both within the Law Department and across the University more generally I have found staff to be conscientious, professional and courteous.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	ACC 09920

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate):

BA (Hons) Accounting

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The exam and assignment questions are similar to those I set at my university.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Strength: Students have grasped the main requirements in the major legal issued examined.</p> <p>Weakness: Low English proficiency which affected their ability to express themselves.</p> <p style="padding-left: 40px;">The inability to take advantage of the open book examination format.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on</p>

the modules and/or programmes
I was not familiar with the Teaching and Learning methods.
5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes
Assessment was fair and vigorous. Feedbacks to my comments were prompt.
6) Good practice Please comment on any areas of good practice that you wish to highlight
The marking trails have been introduced so that markings were broken up and tracable.
7) Recommendations Please specify any recommendations that you wish to make.
Tutor the students on open book examination techniques as this is not common in HK.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

x		
x		
x		
x		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)

x		
---	--	--

b. Was the nature and level of the questions appropriate?

X		
X		

c. Were suitable arrangements made to consider your comments?

Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

X		
X		
X		

b. Was the general standard and consistency of marking appropriate?

c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

		X
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Board of Examiners meeting

a. Were you able to attend the meeting?

	X	
X		
		X
		X
		X

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

c. Was the meeting conducted to your satisfaction?

d. Were you satisfied with the recommendations of the Board of Examiners?

e. Were issues raised in previous report(s) addressed to your satisfaction?

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

none



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Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent,
please request this at externalexaminers@napier.ac.uk):

As per letter of appointment

Please insert the programme title(s) to which this report refers (if appropriate):

LLB (Hon)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I have seen a range of work where there is very high quality work at the top end. Inevitably in looking at student work there are a number of failing students. The failing students display the same shortcomings as at other institutions with which I am familiar. At the top end there is evidence of excellent work with students integrating knowledge from primary and secondary sources and synthesising their own conclusions.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Standards comply with the Subject benchmark statements for law and the SCQF descriptors. In the knowledge domains which I have seen the syllabus, outcomes and standards comply with the Foundation Guidelines of the Law Society of Scotland, where applicable.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes
The use of standard cover sheets provided effective feedback and also provided evidence of moderation. This was supplemented by constructive free comments.
6) Good practice Please comment on any areas of good practice that you wish to highlight
The coursework questions were well chosen to allow students to demonstrate higher order skills. The mix of essay and problem questions in all modules allowed the testing of a broad range of knowledge and problem solving skills.
7) Recommendations Please specify any recommendations that you wish to make.
None.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and

Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

		X
	X	
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?

	X	
X		
		X

d. Were you satisfied with the recommendations of the Board of Examiners?

		X
		X

e. Were issues raised in previous report(s) addressed to your satisfaction?

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Re Law Society of Scotland see C2 above.

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EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	MSc Business Management & with routes (UK, Singapore, Sri Lanka, online)
Modules only	Sustaining Organisational Performance Global Economic Environment and Marketing Marketing within the Global Economy Building High Performing Organisations (Sri Lanka) Marketing within the Global Economy (Sri Lanka) Masters' dissertation Masters' dissertation (on line) Marketing within the Global Economy (on-line) Dissertations (Singapore)

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate): MSc Business Management & with routes (UK, Singapore, Sri Lanka, on-line)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Having taught on a range of post-graduate modules and been an external examiner on a number of previous post-graduate courses, the standard of work matches those at other institutions. In particular, at the top end of the range students showed good level of analysis, at lower levels there was a tendency for students to be descriptive and not to be able to support their ideas with the literature. Referencing was also weak at the lower end.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The work set meets the standards expected at master's degree level. On the whole the modules were challenging. I saw a range of papers and dissertations across the whole spectrum.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

As with any cohort there was a wide disparity of abilities. Those at the top certainly addressed the questions set, whilst those at the bottom of the range tended to offer up what they knew rather than answering the question. In Economics, those at the bottom tended to show they could do

calculations rather than fully understanding the concepts. There was a weakness in their understanding of elasticity and part A of the economics paper, tended to be done better than part B.

At the course level some analysis should be undertaken as to the mean and spread of marks of each module. There appeared to be some difference within the same modules with student performance relating to whether they were home, overseas or on-line.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Students faced a number of challenges in their modules which would be expected at master's degree level. The level of question and tasks fitted what might be expected. The modules helped develop student knowledge and well as application of theory.

There appeared to a good range of tasks students were asked to complete, though they didn't necessarily perform equally as well across the piece.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

It would be useful for the students to have a clear set of marking criteria against which their work is being judged, and there is occasionally times when marks are added up on a script which gives a particular grade but the overall feel of the script is somewhat different.

There are many different modes and it would be useful to get consistent feedback from tutors, which has been internally moderated.

For comparability, I would use the same assessment criteria whether the papers are on-line or from an overseas partner. – see my comment about Building High Performance Organisations provided earlier for the board.

Be consistent with comments and make sure they provide a helpful tool for students.

One of my roles is about comparability between cohorts, modes of delivery and countries therefore consistency of assessment criteria and comments would be useful for me.

In the Economic papers, the questions now need to be brought up-to-date and I would suggest that new questions are set, not only for economics, but for all modules for the different cohorts where possible to reduce the issue of collusion.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The modules provide quite a diverse range of methods of assessment. On some modules feedback sheets are very informative, providing students with a range of ways they can improve their performance.

In all modules I could agree with the order of the candidates

7) Recommendations

Please specify any recommendations that you wish to make.

I could not see evidence on all occasions of moderation of the answer scripts.

Make sure that the length of any assignments provided to the students matches that in the current module descriptors. In addition make sure that the specific learning outcomes associated with each piece of work are used within an assessment.

Consider a comprehensive set of assessment criteria for each module and use this on any feedback sheets.

Perhaps introduce some form of formative assessment to alert students to the need to answer the question set, not just to provide what they know to the internal examiners

Provide some anonymous examples of good and poor pieces of work and encourage good referencing and use of theory within the answers.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- Programme Handbook(s)
- Academic Regulations
- Module Descriptors
- Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	X	
X		
		X
X		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Generally, a good set of modules meeting the learning outcomes of a master's programme.

Thank you for completing this report and for undertaking External Examiner duties at
Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14 (Nov 2013)

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- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

IP&CCC

PA

Dissertations

Please insert the programme title(s) to which this report refers (if appropriate):

MSc IPEP

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Compares with other institutions. Dissertations require greater emphasis on theoretical frameworks, methodology and methods.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Based on the assignments and dissertations assessed the modules meet the threshold academic standards.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

PA

This module has been assessed consistently and the grades are acceptable but the higher end (or assignment) is a little generous. Each assignment question provides limited opportunity for students to engage with theories and how these may be applied. The assignment question could be made explicit on the assignments. The marking schemes are extremely useful when moderating the assignments. Limited literature is referenced students should be encouraged to read wider when dealing with the assignment questions.

IP&CCC

The assignment questions are very good and provide the opportunity for students to assess cultural issues through specific theoretical frameworks. Such provides opportunity for analysis; greater emphasis on theory in assignment one would provide opportunity for more in depth analysis. For example, students could be encouraged to examine Hofstede in greater detail and explain elements of the theory e.g. power distance, masculinity/femininity etc. The marking schemes are extremely useful when moderating the assignments. Limited literature is referenced students should be encouraged to read wider when dealing with the assignment questions. The assignment question could be made explicit on the assignments.

Dissertations x 2

Competent dissertations that deal with interesting topics. However, neither discusses paradigms of inquiry or specific methodological approaches, which does not provide the overall rigour required for Masters level. There is not one methodological text mentioned in the dissertations and I would advise supervisors to make use of the following texts when undertaking supervision: Collis and Hussey (2012) Howell (2013) greater emphasis on the areas these texts cover will strengthen the academic credibility of the dissertations. In addition, in each of the literature reviews references dealing with theory are sparse and a text that may assist here is Hart (2013). Further depth regarding theoretical frameworks would assist the quality of analysis.

Collis, J. and Hussey, R. (2012) *Business Research: A Practical Guide for undergraduate and Postgraduate Students*. UK: Palgrave McMillan.

Hart, C. (2023) *Doing a Literature Review*. Thousand Oaks: Sage.

Howell, K. E. (2013) *An Introduction to the Philosophy of Methodology*. London: Sage Publishers

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Some form of research training with an emphasis regarding paradigms of inquiry, methodology and methods is required.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Assessment is consistent but one assignment is marked a little generously.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

In IP&CCC it is refreshing to see an explicit emphasis on theory and the relationship with practice; such should be encouraged further.

7) Recommendations

Please specify any recommendations that you wish to make.

Greater emphasis on the literature review, methodology, methods and theory would enhance the quality of the dissertations and assignments.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	X	
	X	
	X	
	X	

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
	X	
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

	X	
X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
		X
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14 (March 2014)

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

IP&CCC

PA

Dissertations

Please insert the programme title(s) to which this report refers (if appropriate):

MSc IPEP

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Compares with other institutions. However, the dissertations literature reviews require greater engagement with theoretical frameworks. Methodologies are touched upon but greater depth required as well as some discussion regarding the philosophical underpinning and rationale for these. Regarding the modules, in general, wider reading and referencing should be encouraged.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Based on the assignments and dissertations assessed the modules meet the threshold academic standards.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Project Appraisal

This module has been assessed consistently and the grades are acceptable. Following comments made in the last report assignment question now provide opportunity for students to engage with theories and how these may be applied. Limited literature is referenced and students should be encouraged to read wider when dealing with the assignment questions.

CA & FDI

This module has been assessed consistently and the grades are acceptable. The first assignment question is a little narrow whereas, the second assignment question is very good and provides the opportunity for students to assess issues through comparative analysis. It would be more appropriate if students concentrate on one question worth 100% which would provide more opportunity for in depth analysis. The marking schemes are extremely useful when moderating the assignments. Limited literature is referenced students should be encouraged to read wider when dealing with the assignment questions.

REP&F

This module has been assessed consistently and the grades are acceptable. Good questions that provide the students with an opportunity to apply theory. However, is there a need for two questions? One question would allow students to greater depth of analysis. The marking schemes are extremely useful when moderating the assignments. Limited literature is referenced students should be encouraged to read wider when dealing with the assignment questions.

Dissertations x 3

Competent dissertations that deal with interesting topics. However, as noted in November, each fails to discuss paradigms of inquiry or specific methodological approaches in enough detail, which does not provide the overall rigour required for Masters level. Saunders et al is referenced as are Corbin and Strauss but there is little indication of how these texts inform the methodologies. I would advise supervisors to make use of the following texts when undertaking supervision: Collis and Hussey (2012) Howell (2013) greater emphasis on the areas these texts cover will strengthen the academic credibility of the dissertations. In addition, in each of the literature reviews references dealing with theory are sparse and a text that may assist here is Hart (2013).

Collis, J. and Hussey, R. (2012) *Business Research: A Practical Guide for undergraduate and Postgraduate Students*. UK: Palgrave McMillan.

Hart, C. (2023) *Doing a Literature Review*. Thousand Oaks: Sage.

Howell, K. E. (2013) *An Introduction to the Philosophy of Methodology*. London: Sage Publishers

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Some form of research training with an emphasis regarding paradigms of inquiry, methodology and methods is required.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Assessment is consistent but one assignment is marked a little generously.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

In IP&CCC it is refreshing to see an explicit emphasis on theory and the relationship with practice; such should be encouraged further.

7) Recommendations

Please specify any recommendations that you wish to make.

Greater emphasis on the literature review, methodology, methods and theory would enhance the quality of the dissertations and assignments.

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Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	X	
	X	
	X	
	X	

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
	X	
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the

	X	
X		

opportunity to provide views on student performance, progression and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
		X
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk